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ABSTRACT

In October 1992, the College of Lake County (CLC), Illinois, undertook a study to assess the educational needs of new residents to the county and their awareness of the college. The telephone survey of 1,000 randomly selected new residents found that: (1) 47% held a bachelor's degree and 14% held an associate degree; (2) 81% were between 25 and 54 years of age, 55% were female, and more than 75% were employed; (3) nearly two-thirds had participated in postsecondary education within the last 5 years, with math, science, and technical courses the most frequently cited, followed by business and finance; (4) younger residents were most likely to plan to continue their education in the next 2 to 3 years; (5) respondents preferred enrollment in credit courses, and 50% preferred to be enrolled in degree programs; (6) 81% reported that education was important to their career development; (7) 33% were likely to attend CLC, and an additional 40% would attend if they could get desired courses; (8) location was reported to be a primary advantage when considering CLC; (9) of factors influencing college choice, teacher quality was most important; (10) 31% indicated they would be likely to take a televised course and 50% would be likely to take a taped course; (11) problems limiting attendance were cost, child care, and distance; (12) 94% of respondents were familiar with CLC from "word of mouth" and CLC mailings. The survey instrument is attached. (KP)

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ED 370 634

College of Lake County

Special Report

Findings from the New Resident Study

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November 1993

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Executive Summary

In October 1992, the College of Lake County undertook a study to assess the educational needs of new residents to the county and their awareness of the college. A ten member committee was formed to design a telephone survey of new residents. Conducted in June 1993, the survey was guided by five research questions.

1. What has been the recent postsecondary educational involvement of new residents?

2. What are the future educational plans of new residents?

3. What factors influence college choice?

4. What problems limit the ability of new residents to attend college?

5. Are new residents aware of and/or involved in CLC?

The report that follows presents preliminary answers to these questions based upon a review of the survey results. The general findings indicate that the college has been successful in its efforts to make even the newest members of Lake County aware of its presence. The educational needs of new residents are suggested in the following general observations.

Description of Respondents

- New residents reported fairly high levels of educational achievement. Forty-seven percent reported having achieved a four-year degree. Another 14% had earned a two-year degree.

- Eighty-one percent of the respondents were between 25 and 54 years of age.

- Fifty-five percent of the respondents were females; 45% were males.

- Over three-fourths were employed on either a full- or part-time basis. Business/finance fields were the most frequently reported fields in which respondents were employed. Most were employed in professional/technical or clerical/sales positions.

Recent Postsecondary Educational Experience

- Nearly two-thirds of the residents surveyed reported that they were continuing their involvement in postsecondary education at the time of the survey or in the five years prior to the survey.

- Age and educational background appeared to be related to recent postsecondary educational experience. The youngest respondents and those who reported they had completed a two- or four-year college degree were most likely to report recent postsecondary educational experience.

- Math, science and technical courses were the most frequently cited courses taken by respondents who reported they were taking classes or had taken classes in the five years prior to the survey. Business and finance courses were the next most frequently cited course areas.

Future Postsecondary Education Plans

- Younger respondents and those who had begun but not yet completed a postsecondary degree were most likely to report plans to continue their education in the next two to three years.
- Respondents preferred enrollment in credit courses.
- One-half of the respondents likely to attend CLC preferred to be enrolled in degree programs.
- Career development was an important motivating factor. Eighty-one percent reported continuing education was important to their career development.
- Business/finance and math/science/technical fields were the areas in which respondents most desired additional knowledge.
- One-third of the respondents planning to take classes in the next two to three years reported they were likely to attend CLC.
- An additional 42% of respondents planning to take classes in the next two to three years would consider CLC if desired courses were offered.
- Location was reported to be a primary advantage when considering CLC if desired courses were offered.
- Reputation and curriculum concerns were the primary reasons reported for not considering the college. Reputation concerns were dominated by comments comparing the reputation of CLC to the respondent's preferred institution. The need for more advanced courses and the perception that the college would not offer needed courses dominated curriculum concerns.
- Respondents generally preferred to attend classes at the Grayslake Campus. Northeast respondents also cited a willingness to attend classes at the Lakeshore Campus. Southeast and Southwest Quadrant respondents preferred more local class sites.
- Respondents clearly preferred Monday through Thursday evening classes.

Factors Influencing College Choice

- Respondents reported "Teacher Quality" was the most important institutional characteristic likely to influence their choice of a school or college.
- Respondents reported they would rely upon "Word of Mouth" and "Catalogs or Other Publications" to learn about teacher quality.
- Thirty-one percent of the respondents reported they would be likely to take a televised course.
- Taped courses were more popular. One-half of the respondents indicated they would be likely to take a taped course.

Problems Limiting College Attendance

- Three problems, cost, child care and distance, were identified as "somewhat" or "very serious problems" by roughly 20% or more of the respondents.

- For each of these three problem areas, roughly 70% of the respondents who reported the item to be a "somewhat" or "very serious problem" also reported a desire to take postsecondary classes in the next two to three years. One-fourth to one-third reported they were likely to attend CLC.

Level of Awareness and News Sources

- Ninety-four percent of the respondents indicated they were familiar with CLC.

- "Word of Mouth" and CLC mailings were reported most frequently as a first source of information about the college.

- Nearly three-fourths of those surveyed recalled receipt of a CLC class schedule.

- Newspapers, particularly local newspapers, were the most frequently cited sources of news about the community.

Subsample Results

Throughout this report, the survey results are presented for the Total Sample and six subsamples. A regional division of the respondents resulted in four quadrant subsamples. In many cases, the behaviors and preferences reported for the quadrant subsamples varied across quadrants and differed from the results reported for the Total Sample.

The results for two additional subsamples are also presented. The Total Sample included both new residents and residents who had relocated from a previous Lake County address. Therefore, New and Relocated Resident subsamples were created and their results compared. Other than expected differences in the level of awareness and involvement with the college, the New and Relocated Resident results varied little and were similar to the Total Sample results. Observed variations could be traced to the distribution of new and relocated residents within the quadrants and to the sources of quadrant variation.

The results presented in this report provide valuable information to be incorporated in efforts to develop strategies for meeting the educational needs of new residents and to communicate with this new and growing segment of the community served by the College of Lake County.

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Introduction

According to the 1990 census, the number of new residents in Lake County grew 17% from 1980 to 1990. In 1990, new residents constituted 30% of the population of the county, almost one in three residents. In some communities, more than 40% of the population was composed of new residents in 1990. These included Island Lake, Lake Zurich, Vernon Hills, Long Grove, and North Chicago.[1] Given the growth in the county, it is essential that the College of Lake County (CLC) continue to reach out to its community and adopt strategies for meeting the educational needs of new residents. The educational opportunities resulting from these strategies must then be communicated to new residents.

With these goals in mind, the college decided to undertake a study to collect information on the educational needs of new residents and their level of awareness of CLC. In October 1992, a committee was formed to design a telephone survey of new residents. The members of the committee were: Julie Weissman, Dorothy Drake, JoHann Cotton, Sheila Marks, Eleanor Murkey, Liz Nelson, Evelyn Schiele, Julie Shroka, Elizabeth Silk, and Terry Spets. The telephone survey was conducted in June 1993. The results, presented in this report, provide a basis from which outreach, programming, and services may be reviewed and, where appropriate and feasible, adjusted to meet the needs of new Lake County residents.

Research Design

The purpose of this research was to assess the educational needs of new residents and their awareness of CLC. The design of the study was guided by the following specific objectives or research questions:

1. What has been the recent postsecondary educational involvement of new residents?

2. What are the future educational plans of new residents?

3 What factors influence college choice?

4. What problems limit the ability of new residents to attend college?

5. Are new residents aware of and/or involved in CLC?

A telephone survey of new residents was conducted to investigate these research questions. Respondents were randomly selected from a list of 10,000 Lake County households which had a new telephone listing in the 6 to 18 months prior to the survey. The listing was developed and provided by the Qualified Lists Corporation. For purposes of the survey, only respondents stating they had resided at their current address for two years or less were interviewed. The minimum age for participation was 18 years of age.

CLC contracted with CRC Information Systems, Inc., a market research and telemarketing company, to conduct and complete telephone interviews of a minimum of 1,000 randomly selected new residents. The survey was conducted during the first two weeks of June 1993 between 5:30 p.m. and 9 p.m. on weekday evenings and between 9 a.m. and 9 p.m. on weekends. A copy of the survey instrument is included in Appendix A of this report.

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1 For more information on census data on new residents in Lake County, see *The Scanner*, spring 1993.

A quota of 200 respondents from each of four quadrants was set. A map of the quadrant divisions is presented in Appendix B. The quadrants were drawn using Route 137-Peterson Road-Route 60 as the north-south divider and Route 45 as the east-west divider. An additional 200 interviews were randomly selected from the phone listing. The resulting sample of 1004 Lake County residents, therefore, reflects four quadrant subsamples as presented in Table 1. As can be seen, the Total Sample size is sufficiently large to allow generalization to the population of new residents in Lake County. However, the size of the quadrant subsamples suggests caution be exercised when making inferences based solely upon results for a particular quadrant.

Table 1: New Resident Survey Sample Size

	Total Sample	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Number of Respondents	1004	232	236	236	300

Two additional sets of respondents, Relocated Residents and New Residents, were also represented in the data. These subsamples were created because the Total Sample included both relocated and new county residents. As can be seen in Table 2, 58% of respondents lived at their current residence for six months to one year prior to the time of the survey. However, 43% of the sample resided in Lake County before moving to their current residence. Of these relocated residents, nearly one-half, 49%, lived in the county for more than ten years at the time of the survey. Intuitively, the responses of relocated residents were expected to differ from those of residents new to the county.

Table 2: County Residency

Length of Time at Current Address

Number Responding	Less than 6 Months	6 Months to 1 Year	1 Year to 2 Years
1004	88 (9%)	582 (58%)	334 (33%)

Previous Lake County Residency

Number Responding	Previously Lived in Lake County	Did Not Previously Reside In Lake County
1004	430 (43%)	574 (57%)

Years Resided in Lake County If Prior Lake County Residency

Number Responding	Less than 2 Years	2-5 Years	6-10 Years	More than 10 Years
430	41 (10%)	114 (27%)	64 (15%)	211 (49%)

The New and Relocated Resident subsamples were created from responses to Question 2 of the survey. The question asked whether the respondent resided in Lake County before moving to his/her present address. Those citing a previous Lake County residence were identified as Relocated Residents. Those who had not previously lived in Lake County were identified as New Residents. The distribution of New and Relocated Residents in the Total Sample and in each of the four quadrant subsamples is reported in Table 3.

Table 3: Distribution of New and Relocated Residents in the Total Sample and in the Quadrant Subsamples

	Total Sample (N=1004)[2]	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Relocated Residents	430 43%	118 51%	104 44%	99 42%	109 36%
New Residents	574 57%	114 49%	132 56%	137 58%	191 64%

New Residents represented 57% of the Total Sample respondents. There was significant variation in the distribution of these residents across the quadrant subsamples. The Northeast Quadrant was nearly evenly split between New and Relocated Residents. The greatest percentage of New Residents was observed among the Southwest Quadrant respondents. Sixty-four percent of Southwest Quadrant respondents reported they had not previously lived in Lake County. These varying distributions should be kept in mind when considering the quadrant results presented throughout this report.

Survey Results

Description of Respondents

A demographic profile of the respondents is presented in Tables 4 through 9. Table 4 presents information on the age of respondents in the Total Sample and in six subsamples of respondents. As can be seen, 1000 of those surveyed responded to the request for their age. The average age of the Total Sample was 35 years. Eighty-one percent of the respondents were between 25 and 54 years of age, 14% were between 18 and 24 years of age and 5% were 55 and older.

Table 4: Age of Respondents

	Total Sample (N=1000)	Relocated Residents (N=429)	New Residents (N=571)	Northeast Quadrant (N=232)	Northwest Quadrant (N=234)	Southeast Quadrant (N=235)	Southwest Quadrant (N=299)
18-24 Yrs.	136 14%	65 15%	71 12%	41 18%	38 16%	27 11%	30 10%
25-54 Yrs.	811 81%	332 77%	479 84%	180 78%	180 77%	198 84%	253 85%
55+ Yrs.	53 5%	32 7%	21 4%	11 5%	16 7%	10 4%	16 5%
Average Age	35 Yrs.	36 Yrs.	35 Yrs.	34 Yrs.	34 Yrs.	35 Yrs.	36 Yrs.

The table also profiles the age distribution of respondents in each of the four quadrants represented in the study. There was little variation in the average age observed among the quadrant respondents. The respondents of the Northeast and Northwest Quadrant were slightly younger than the respondents of the southern quadrants with an average age of 34 years. Eighteen percent of Northeast and 16% of Northwest Quadrant respondents were between the

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2 "N" represents the number of respondents throughout this report. Percentages in some tables may not add to 100% due to rounding.

ages of 18 and 24. Seventy-eight percent of Northeast respondents and 77% of Northwest respondents were between the ages of 25 and 54. The Southwest Quadrant respondents were more concentrated in the 25-54 age bracket. Eighty-five percent of Southwest respondents were observed in this category. Ten percent were between the ages of 18 and 24. This distribution was reflected in an average age of 36 years among the Southwest respondents. The average age of the Southeast Quadrant was 35 years of age.

The average age of New Residents was 35 years old; 84% of New Residents were between 25 and 54 years of age. Comparatively, 77% of Relocated Residents were observed to be within this age range. The average age of the Relocated Residents was 36 years.

Table 5: Gender of Respondents

	Total Sample (N=1004)	Relocated Residents (N=430)	New Residents (N=574)	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Male	447 45%	179 42%	268 47%	101 44%	81 34%	112 48%	153 51%
Female	557 55%	251 58%	306 53%	131 57%	155 66%	124 53%	147 49%

Tables 5 and 6 present gender and employment information on the respondents. Again, the data are presented for the Total Sample, New and Relocated Residents and the four quadrant subsamples. Forty-five percent of the Total Sample was male; 55% was female. Among the quadrant subsamples, females were most represented in the Northwest Quadrant and least represented in the Southwest Quadrant. Females comprised 58% of Relocated Residents and 53% of New Residents.

Table 6: Employment Status

	Total Sample (N=1003)	Relocated Residents (N=429)	New Residents (N=574)	Northeast Quadrant (N=231)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Employed	775 77%	338 79%	437 76%	164 71%	182 77%	188 80%	241 80%
Not Employed	228 23%	91 21%	137 24%	67 29%	54 23%	48 20%	59 20%

Seventy-seven percent of the Total Sample was employed, either full- or part-time, at the time of the survey. Employment levels were lowest among the Northeast Quadrant respondents. Seventy-one percent of these respondents reported either full- or part-time employment. Employment was greatest among Southeast and Southwest Quadrant respondents. Eighty percent of these respondents were employed. Relocated Residents reported only slightly greater overall employment levels than did New Residents.

Full- and part-time employment were included in the measurement of employment in Table 6. Among the Total Sample employed respondents, 89% were employed full-time; 11% were employed on a part-time basis. Eighty-six percent of the employed Northeast Quadrant respondents were employed full-time. Greater full-time employment was reported among Southwest Quadrant respondents. Ninety-one percent were full-time employees. Again, the Northwest and Southeast Quadrant percentages were between these two extremes. Eighty-nine percent of Northwest respondents reported full-time employment; 88% of Southeast Quadrant employed respondents were employed on a full-time basis. New and Relocated respondents did

not differ greatly on full- and part-time employment. Eighty-eight percent of employed New Residents were employed full-time. Ninety percent of employed Relocated Residents reported full-time status.

Tables 7 and 8 broadly profile the businesses and positions held by employed respondents. Respondents were asked to tell the interviewer the kind of business they worked in and the kind of work done.

Table 7: Businesses Respondents Were Employed In (Kind of Business)

	Total Sample (N=767)	Relocated Residents (N=334)	New Residents (N=433)	Northeast Quadrant (N=164)	Northwest Quadrant (N=180)	Southeast Quadrant (N=184)	Southwest Quadrant (N=239)
Business/ Finance	165 22%	73 22%	92 21%	29 18%	29 16%	45 24%	62 26%
Trades/ Manu-facturing	130 17%	66 20%	64 15%	20 12%	40 22%	18 10%	52 22%
Health Fields	121 16%	46 14%	75 17%	27 16%	28 16%	34 18%	32 13%
Govern-ment/ Military	77 10%	27 8%	50 12%	43 26%	11 6%	16 9%	7 3%
Math/ Science/ Technical	75 10%	26 8%	49 11%	9 5%	19 11%	19 10%	28 12%
Education/ Child Care	75 10%	38 11%	37 9%	13 8%	24 13%	20 11%	18 8%
Service Fields	40 5%	24 7%	16 4%	9 5%	9 5%	14 8%	8 3%
All Others	84 11%	34 10%	50 12%	14 9%	20 11%	18 10%	32 13%

Table 7 summarizes the kinds of businesses in which respondents were employed at the time they were surveyed. Slightly more than 20% of the Total Sample, New and Relocated employed respondents reported employment in business/finance companies. This category included accounting, banking, financial services, insurance, marketing, market research and retail businesses. The trades and manufacturing industries were the next most frequently cited businesses within the Total Sample and Relocated Resident subsample. This category included automotive, construction, manufacturing/factory and transportation businesses. The New Resident subsample respondents reported slightly greater employment in the health and government/military fields.

The variation in the percentages reported across the quadrant subsamples reflected expected employment patterns. Greater government/military employment was reported most frequently by the Northeast Quadrant subsample respondents. Trades and manufacturing employment were reported most frequently by Northwest Quadrant employed respondents. Roughly, one-quarter of Southeast and Southwest employed respondents worked in business/finance fields.

Table 8: Positions Respondents Were Employed In (Kind of Work)

	Total Sample (N=751)	Relocated Residents (N=329)	New Residents (N=422)	Northeast Quadrant (N=159)	Northwest Quadrant (N=179)	Southeast Quadrant (N=181)	Southwest Quadrant (N=232)
Profes-sional/ Technical	255 34%	90 27%	165 39%	46 29%	55 31%	79 44%	75 32%
Clerical/ Sales	242 32%	118 36%	124 29%	46 29%	63 35%	50 28%	83 36%
Managers/ Officials/ Proprietors	119 16%	51 16%	68 16%	20 13%	25 14%	31 17%	43 19%
Craftsmen	56 7%	25 8%	31 7%	21 13%	12 7%	7 4%	16 7%
Service Workers	39 5%	21 6%	18 4%	12 8%	8 4%	13 7%	6 3%
Laborers (Non-farm)	19 3%	13 4%	6 1%	9 6%	7 4%	0 0%	3 1%
Operative Workers	16 2%	9 3%	7 2%	3 2%	6 3%	1 1%	6 3%
Private Household Workers	5 1%	2 1%	3 1%	2 1%	3 2%	0 0%	0 0%

Table 8 summarizes the kind of work performed by respondents within their fields or businesses. Over one-third of Total Sample employed respondents were employed in professional/technical positions. Nearly one-third were employed in clerical or sales positions. Sixteen percent were managers, officials or proprietors. The Relocated and New Resident subsample employment patterns were similar to the Total Sample results. However, New Residents were more likely than Relocated Residents to report employment in professional/technical positions.

The position distributions reported by the quadrant subsample respondents produced interesting quadrant contrasts. Forty-two percent of Northeast employed respondents reported occupying either professional/technical or managerial positions. Forty-five percent of the Northwest Quadrant employed respondents reported employment in such positions. The Southeast and Southwest employed respondents were even more clustered in these two position categories. Over 60% of Southeast employed respondents reported professional/technical or managerial employment. Fifty-one percent of the Southwest employed did so. Respondents from the western quadrants were more likely to report clerical/sales positions than were respondents from the eastern quadrants.

Table 9: Educational Background

	Total Sample (N=1000)	Relocated Residents (N=429)	New Residents (N=571)	Northeast Quadrant (N=231)	Northwest Quadrant (N=235)	Southeast Quadrant (N=234)	Southwest Quadrant (N=300)
High School or Less	35 4%	14 3%	21 4%	12 5%	8 3%	5 2%	10 3%
High School Graduate	181 18%	99 23%	82 14%	60 26%	49 21%	26 11%	46 15%
College, Incomplete	181 18%	83 19%	98 17%	47 20%	50 21%	43 18%	41 14%
Two-Year Degree[3]	136 14%	68 16%	68 12%	37 16%	45 19%	20 9%	34 11%
Four-Year Degree	467 47%	165 38%	302 53%	75 32%	83 35%	140 60%	169 56%

The general educational background of respondents is summarized in Table 9. The Total Sample percentages reflect fairly high levels of educational achievement. Forty-seven percent of the sample had attained a four-year degree. The quadrant distributions, however, suggest quite different educational backgrounds. Thirty-two percent of the Northeast Quadrant respondents reported completion of a college degree. A slightly greater percentage, 35%, of Northwest Quadrant respondents had completed a four-year degree. A four-year degree was reported by 60% of Southeast Quadrant respondents and by 56% of Southwest respondents. Relocated and New Lake County residents also differed greatly on educational background. Thirty-eight percent of Relocated Residents had completed a four-year college degree while 53% of New Residents had done so.

An examination of the table also revealed greater past participation in two-year programs by respondents of the Northeast and Northwest Quadrants. Sixteen percent of Northeast respondents and 19% of Northwest respondents reported completion of a two-year degree or technical, trade or business school program after high school. Of these respondents, 56 or 68% reported completion of a two-year degree. Such background differences suggest that the future educational needs of the subsample respondents may vary.

Summary of Demographic Characteristics of Respondents

In summary, the survey respondents tended to be fairly well educated and predominantly employed in professional, clerical or managerial positions. Over one-half of the respondents worked for either business/finance, trades/manufacturing or health industries. The average age of the respondents was 35 years of age. More than half, 55%, were females.

The demographic profiles of the quadrant subsamples varied from that of the Total Sample. Northeast Quadrant respondents were younger and less educated than the respondents of the other quadrants. Reported employment levels were also lowest in the Northeast Quadrant. Employed Northeast Quadrant respondents were more evenly distributed throughout the position categories but still were predominantly employed in professional, clerical or managerial

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3 This category includes both two-year degree holders and those who had completed technical, trade or business school after high school.

positions. Northeast respondents were also more likely to be employed in the public sector, particularly the military.

The Northwest Quadrant had a higher percentage of female respondents than did the other quadrants. Two-thirds of the respondents of this quadrant were women. The average age of the quadrant was 34 years of age, as was the average age of the Northeast Quadrant. Three-fourths of the Northwest Quadrant respondents were employed at the time of the survey. Most were employed in trades or manufacturing, business or finance, or health fields. Clerical, professional and managerial positions were most frequently reported. Northwest respondents were more likely to have attained a four-year degree than were Northeast respondents, but less likely than Southeast or Southwest respondents to have done so.

The Southeast and Southwest Quadrant respondents were more similar to one another than to the two northern quadrant respondents. The average age of Southeast respondents was 35 years of age; the average age of Southwest respondents was 36. The respondents of these two quadrants were more evenly distributed across genders. Fifty-three percent of Southeast respondents were women; 49% of Southwest respondents were women. Southeast and Southwest respondents were most likely to report a four-year college degree. Sixty percent of Southeast respondents and 56% of Southwest respondents reported completion of a four-year degree. Eighty percent of the respondents in both quadrants were employed. Roughly, one-fourth of the respondents in each quadrant were employed in business or finance fields. Southeast respondents were most likely to work in professional positions, followed by clerical, sales and managerial positions. Southwest respondents were most likely to be employed in clerical or sales positions followed by professional and managerial positions.

The demographic profiles of the Relocated and New Resident subsamples also varied significantly. New Residents tended to be younger and to report higher levels of educational attainment than did Relocated Residents. Relocated Residents were more likely to have been women, 58%, than were New Residents, 53%. New Residents were slightly more likely to have been employed at the time of the survey. Both sets of residents were most likely to be employed in business or finance fields. However, New Residents were more likely than Relocated Residents to be employed in health or military fields. New Residents were most likely to be employed in professional or technical positions. Relocated Residents were most likely to be employed in clerical or sales positions.

The remainder of this report is organized around the five research questions previously identified. Each section, headed by one of the research questions, summarizes the results of questions from the survey which are relevant to that research question.

Research Question 1: What Has Been the Recent Postsecondary Educational Involvement of New Residents?

Table 10 summarizes the more recent educational experience of respondents. Fifty-one percent of respondents had taken academic, job-related or personal interest courses in the five years prior to the survey. Thirteen percent were taking courses when surveyed. Little difference was observed between the reported experience of New and Relocated Residents. Variation was observed across the quadrant subsamples. Northeast and Southwest Quadrant respondents were slightly less involved in postsecondary education in the five years preceding the survey. Northwest respondents were most involved in recent postsecondary education.

Table 10: Recent Postsecondary Educational Experience

	Total Sample (N=1004)	Relocated Residents (N=430)	New Residents (N=574)	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Now Taking Courses	134 13%	53 12%	81 14%	35 15%	28 12%	37 16%	34 11%
Took Courses in Past 5 Years	515 51%	222 52%	293 51%	107 46%	135 57%	121 51%	152 51%
Have Not Taken Courses	355 35%	155 36%	200 35%	90 39%	73 31%	78 33%	114 38%

Figure 1 summarizes the recent postsecondary educational experience of respondents by each of the demographic groupings previously discussed. Each bar represents the percentage within each category of respondents who reported that they were taking courses or had taken courses of any kind in the past five years. As might be expected, recent postsecondary educational experience declined as respondents aged. The youngest respondents reported the greatest percentages of recent experience; the oldest, the least. There was no significant difference in the reported experiences of men and women. The employed and individuals with college experience, particularly those reporting completion of a postsecondary degree, were more likely to report recent postsecondary educational experience.

Figure 1: Recent Post-Secondary Educational Experience by Demographic Groupings (Percentage Reporting Current or Recent Experience)

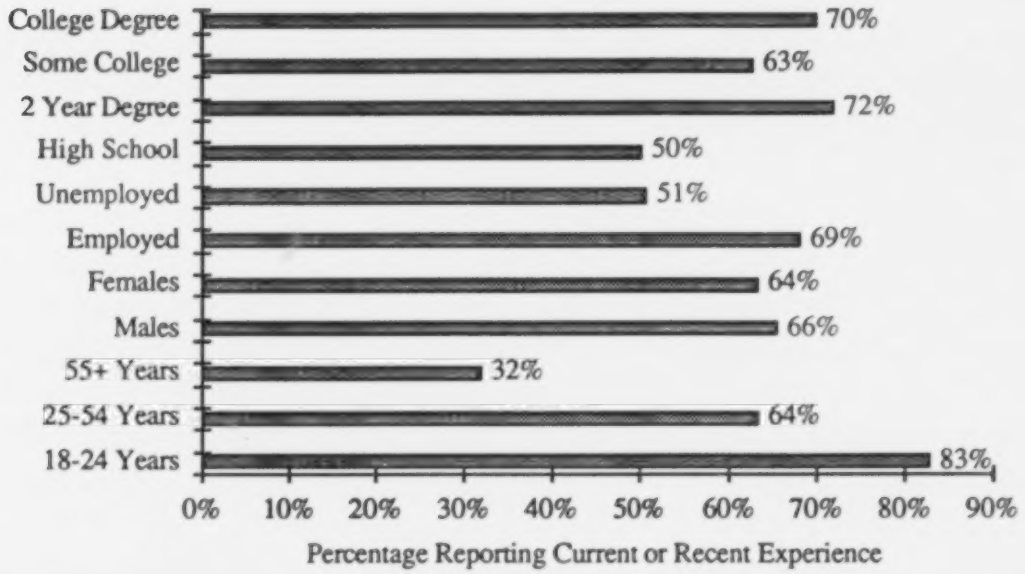


Table 11: Recent Postsecondary Courses as Part of Degree Program

	Total Sample (N=646)	Relocated Residents (N=273)	New Residents (N=373)	Northeast Quadrant (N=141)	Northwest Quadrant (N=162)	Southeast Quadrant (N=157)	Southwest Quadrant (N=186)
Part of Degree Program	346 54%	151 55%	195 52%	86 61%	81 50%	87 55%	92 49%
Not Part of Degree Program	300 46%	122 45%	178 48%	55 39%	81 50%	70 45%	94 51%

Roughly one-half of the respondents who had recently taken postsecondary courses did so as part of a degree program. As reflected in Table 11, Relocated Residents were more likely than New Residents to report they had recently taken courses as part of a degree program. Variation in recent degree program participation was also observed across the quadrants. Forty-nine percent of Southwest respondents reported they had recently taken courses as part of a degree program. A much higher percentage, 61%, of Northeast Quadrant respondents had done so. The reported degree program participation of Northwest and Southeast respondents was between these two extremes.

These results reflect the age and educational profiles of the quadrants. The Northeast Quadrant was the youngest quadrant in terms of its average age and the distribution of respondents within the age categories. Forty-eight percent of Northeast Quadrant respondents reported completion of a postsecondary degree. The Southwest Quadrant was the oldest quadrant in terms of the average age of respondents. Sixty-seven percent of Southwest Quadrant respondents reported a postsecondary degree.

The respondents who reported current course enrollment or enrollment within the last five years were also asked to recall the courses they had taken. Respondents were asked to list any academic, job-related or recreational courses taken in the time period. Table 12 summarizes the courses named by the respondents of the Total Sample and of each subsample.

Table 12: Postsecondary Courses Taken in Last 5 Years

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Math, Science or Technical	249 31%	107 32%	142 30%	69 38%	78 38%	51 26%	51 23%
Business or Finance	219 27%	85 25%	134 29%	32 18%	49 24%	63 32%	75 34%
Language or Communication	89 11%	40 12%	49 10%	26 14%	22 11%	18 9%	23 11%
Education or Social Work	49 6%	16 5%	33 7%	10 5%	12 6%	15 8%	12 5%
Personal Interest	43 5%	22 7%	21 4%	7 4%	12 6%	10 5%	14 6%
Social Science	39 5%	15 4%	24 5%	11 6%	10 5%	9 5%	9 4%
Medical Science	36 4%	16 5%	20 4%	12 7%	6 3%	8 4%	10 5%
Art or Architecture	26 3%	15 4%	11 2%	4 2%	8 4%	7 4%	7 3%
Other Courses	53 7%	19 6%	34 7%	11 6%	10 5%	14 7%	18 8%
Total Named	803	335	468	182	207	195	219

A total of 803 courses were named by the respondents. As can be seen, nearly one-third of the courses reported by the Total Sample respondents were categorized as math, science or technical courses. This category included courses in math, computer science, general science, engineering and technical fields. Twenty-seven percent of the courses reported were business/finance courses. This category included marketing, accounting, real estate, economics, finance, insurance, general business administration and management courses. Math, science and technical courses were named most frequently by the respondents of the Relocated, New, Northeast and Northwest subsamples. Business/finance courses were the next most frequently named courses. This pattern was reversed among the respondents of the Southeast and

Southwest Quadrants. One-third of the courses taken by these respondents were within the business/finance category, one-quarter were within the math, science and technical category.

Table 13: Institutions Where Postsecondary Education Courses Were Taken

	Total Sample (N=632)	Relocated Residents (N=269)	New Residents (N=363)	Northeast Quadrant (N=138)	Northwest Quadrant (N=160)	Southeast Quadrant (N=153)	Southwest Quadrant (N=181)
CLC	143 16%	76 28%	27 7%	31 22%	36 23%	19 12%	17 9%
Other	529 84%	193 72%	336 93%	107 78%	124 78%	134 88%	164 91%

The institutions at which respondents reported taking classes in the last five years varied greatly. Therefore, Table 13 presents only the percentage of respondents who responded that they had taken a course at CLC in the past five years. No institution other than CLC was reported by more than 5% of the respondents in the Total Sample. Only Harper College, reported by 7% of the Southwest Quadrant respondents, exceeded a 5% threshold. This threshold was not exceeded by any other institution in any of the subsamples.

The Northeast and Northwest Quadrant respondents reported the greatest recent course experience at CLC. Over 20% of the respondents of these quadrants who reported recent postsecondary course work took the classes at CLC.

Summary of Research Question 1

In summary, the majority of surveyed residents were continuing their involvement in postsecondary education in the five years prior to the survey. Age, and secondarily, educational background appeared to be related to recent postsecondary education. Most had been enrolled in math, science or technical courses or in business or finance courses. These course preferences reflected the employment profile of the respondents, suggesting career development as a dominant motivation for continuing postsecondary education. The second research question asks whether this involvement will continue in the future.

Research Question 2: What Are The Future Educational Plans of New Residents?

This assessment of the respondents' future educational plans begins with a determination of the value of continuing education for career development. Employed respondents were asked if continuing education was required and/or important for their career development. Their responses are reported in Table 14.

Table 14: Importance of Continuing Education for Career Development

	Total Sample (N=765)	Relocated Residents (N=335)	New Residents (N=430)	Northeast Quadrant (N=162)	Northwest Quadrant (N=180)	Southeast Quadrant (N=184)	Southwest Quadrant (N=239)
Required And Important	265 35%	107 32%	158 37%	66 41%	62 34%	60 33%	77 32%
Important But Not Required	354 46%	153 46%	201 47%	61 38%	87 48%	93 51%	113 47%
Not Required; Not Important	146 19%	75 22%	71 17%	35 22%	31 17%	31 17%	49 21%

Nearly one-half the respondents stated that continuing education was important but not required for career development. Roughly 20% of the Total Sample and subsamples reported that continuing education was not required and was not important. Reading the table across quadrants revealed that Northeast Quadrant respondents were more likely to report continuing education to be required. The Southeast and Southwest Quadrant respondents were more likely to respond that continuing education was important but not required. New Residents were slightly more likely to report that continuing education was required and important for career development than were Relocated Residents.

Table 15: Likelihood of Taking Courses in the Next Two to Three Years

	Total Sample (N=996)	Relocated Residents (N=427)	New Residents (N=569)	Northeast Quadrant (N=230)	Northwest Quadrant (N=234)	Southeast Quadrant (N=234)	Southwest Quadrant (N=298)
Very Likely	477 48%	203 48%	274 48%	118 51%	115 49%	118 50%	126 42%
Somewhat Likely	226 23%	106 25%	120 21%	48 21%	55 24%	48 21%	75 25%
Not Too Likely	148 15%	57 13%	91 16%	38 17%	36 15%	32 14%	42 14%
Not At All Likely	145 15%	61 14%	84 15%	26 11%	28 12%	36 15%	55 18%

All respondents were asked to describe their educational plans for the next two to three years through a series of inquiries beginning with Question 16 of the survey. As reported in Table 15, little variation in the percentages likely to take courses in the next two to three years was observed across the Total Sample, Relocated and New Resident subsamples. Roughly one-half of the respondents reported it was very likely that they would take courses in the next two to three years to upgrade their skills or to gain some additional knowledge. Another 21% to 25% reported future course work was somewhat likely.

Differences were observed across the quadrant subsamples. The Northwest Quadrant respondents were most likely to indicate they were likely to take courses in the near future. Seventy-three percent of Northwest Quadrant respondents reported they were somewhat or very likely to take courses in the next two to three years. Southwest respondents were least likely to report future educational plans. Sixty-seven percent stated they were somewhat or very likely to take classes.

The age and educational backgrounds of the quadrant respondents were, again, reflected in decisions concerning postsecondary education. The younger and least educated quadrants were the most likely to report future education plans. Age appeared to be the more important determinant of future plans. The Southeast Quadrant respondents were younger than their slightly less educated Southwest Quadrant counterparts and were more likely to report both recent postsecondary educational experience and plans for course work in the near future. The relationship between educational plans, age and educational background was supported by the information presented in Figure 2.

Figure 2: Likelihood of Taking Courses in the Next Two to Three Years by Demographic Groupings (Percentage Responding Course Work Was Likely or Very Likely)

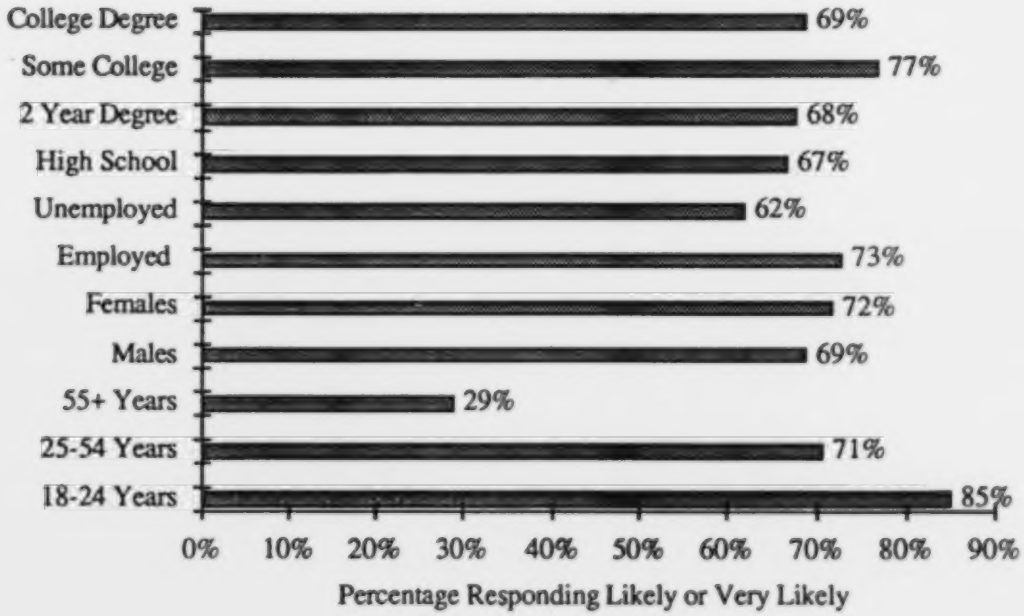


Figure 2 summarizes the responses to Question 16 for each of the demographic groupings discussed in the section, **Description of the Respondents.** Each bar represents the percentage within each category of respondents who responded they were likely or very likely to take courses in the next two to three years. Greater percentages of the youngest respondents and those who had reported some college experience indicated plans to take courses in the next two to three years.

Respondents who reported they were very, somewhat or not too likely to take courses in the next two to three years were next asked to specify the fields or areas of study in which they would like to have additional skills or knowledge (Question 17). Respondents were encouraged to give multiple responses. Table 16 summarizes the range of fields given.

Table 16: Areas In Which Additional Knowledge Is Desired

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Business/ Finance	353 31%	152 31%	201 31%	74 26%	91 32%	80 32%	108 34%
Math/ Science/ Technical	293 26%	126 26%	167 26%	79 27%	74 26%	58 23%	82 26%
Education/ Child Care	106 9%	46 10%	60 9%	25 9%	26 9%	30 12%	25 8%
Medical Science	94 8%	32 7%	62 9%	32 11%	23 8%	19 8%	20 6%
Language/ Com- munication	72 6%	34 7%	38 6%	23 8%	15 5%	15 6%	19 6%
Art/ Architec- ture	44 4%	20 4%	24 4%	16 6%	7 2%	9 4%	12 4%
Sports/ Leisure	26 2%	8 2%	18 3%	8 3%	6 2%	5 2%	7 2%
Law/ Legal	22 2%	6 1%	16 2%	8 3%	2 1%	5 2%	7 2%
Psychology	21 2%	10 2%	11 2%	4 1%	7 2%	5 2%	5 2%
Other Areas	107 9%	50 10%	57 9%	20 7%	31 11%	27 11%	29 9%
Total Named	1138	484	654	289	282	253	314

A total of 1,138 fields or areas of study were given by 802 respondents who indicated any likelihood of taking courses in the next two to three years. Fifty-seven percent of the Total, New and Relocated Sample responses were classified as business/finance or math/science/technical fields. Accounting, business, administration, finance, investment, management, marketing, and real estate were included in the business/finance category. Computers, engineering, math and science fields were categorized as math/science/technical fields.

A comparison of Tables 12 and 16 revealed an interesting response pattern. The fields respondents said they were interested in studying further reflected the recent postsecondary experience of those who had taken courses in the past five years. Math/science/technical courses, followed by business/finance courses, were the most frequently cited courses taken in the recent past. Though the percentage ranking was reversed, these two areas were also the offerings respondents were most interested in taking in the future. The results reported in Table 12 add to the validity of the preferences revealed in Table 16. The respondents' past behavior may serve as an indicator of intent regarding future course work and, thereby, of future behavior.

Table 17: Prefer College Degree Credit

	Total Sample (N=840)	Relocated Residents (N=361)	New Residents (N=479)	Northeast Quadrant (N=203)	Northwest Quadrant (N=202)	Southeast Quadrant (N=195)	Southwest Quadrant (N=240)
Credit	675 80%	300 83%	375 78%	176 87%	163 81%	154 79%	182 76%
No Credit	66 8%	28 8%	38 8%	16 8%	14 7%	18 9%	18 8%
No Preference	99 12%	33 9%	66 14%	11 5%	25 12%	23 12%	40 17%

Respondents clearly preferred to receive credit for courses taken. Only 8% of respondents indicated they preferred no credit for taking a course in response to Question 18. This percentage held across the subsamples. The Northeast Quadrant, followed by the Northwest Quadrant, reported greater percentages of respondents preferring college credit. This reflected the educational profiles of the quadrants. Though a lesser percentage of Southeast and Southwest Quadrant respondents preferred college degree credit, no significant increase in the no credit percentages of these quadrants was observed. Instead, the southern quadrants reflected a greater percentage of no preference respondents than did the northern quadrants.

Table 18: Institutions Most Likely to Attend for Additional Skills or Knowledge

	Total Sample (N=850)	Relocated Residents (N=366)	New Residents (N=484)	Northeast Quadrant (N=204)	Northwest Quadrant (N=206)	Southeast Quadrant (N=197)	Southwest Quadrant (N=243)
CLC	280 33%	164 45%	116 24%	86 42%	105 51%	36 18%	53 22%
North-western	40 5%	13 4%	27 6%	4 2%	5 2%	17 9%	14 6%
Harper	32 4%	7 2%	25 5%	0 0%	3 2%	0 0%	29 12%
Lake Forest	23 3%	6 2%	17 4%	0 0%	0 0%	16 8%	7 3%
All Other	262 31%	102 28%	160 33%	58 28%	50 24%	71 36%	83 34%
Don't Know	213 25%	74 20%	139 29%	56 28%	43 21%	57 29%	57 23%

Table 18 profiles the institutional preferences of respondents likely to take courses in the next two to three years. Over 100 institutions were named. Only institutions cited by 5% of the Total Sample or any of the subsamples are presented in the table. CLC was the institution of choice of one-third of the Total Sample. Greater percentages of Relocated Residents, Northeast and Northwest Quadrant respondents reported they would most likely attend CLC to gain desired knowledge. Southeast Quadrant respondents were least likely to indicate a preference for CLC and most likely to indicate other institutions, particularly those offering four-year degrees and/or graduate programs. No respondents in this quadrant cited another community college. An awareness of Harper College was apparent among the Southwest Quadrant respondents.

Roughly one-fourth of the respondents indicated they did not know which institution they would choose to attend and, therefore, represent a market segment the college might wish to pursue. Not surprisingly, New Residents were more likely to give a "Don't Know" response. Relocated

Residents, more familiar with the community, were less likely to give this response. Northwest Quadrant respondents were the least likely of the quadrant respondents to respond "Don't Know." Southeast Quadrant respondents were most likely to do so.

Table 19: Likelihood of Taking Courses at CLC Rather Than Other Institution If Desired Courses Were Offered

	Total Sample (N=546)	Relocated Residents (N=196)	New Residents (N=350)	Northeast Quadrant (N=117)	Northwest Quadrant (N=96)	Southeast Quadrant (N=156)	Southwest Quadrant (N=177)
Very Likely	181 33%	77 39%	104 30%	41 35%	44 46%	47 30%	49 28%
Somewhat Likely	176 32%	61 31%	115 33%	35 30%	27 28%	53 34%	61 34%
Not Too Likely	86 16%	25 13%	61 17%	14 12%	10 10%	32 21%	30 17%
Not At All Likely	103 19%	33 17%	70 20%	27 23%	15 16%	24 15%	37 21%

Respondents who named institutions other than CLC were next asked to consider the possibility of attending CLC. Table 19 summarizes only the responses of those who cited an institution other than CLC as the institution they would most likely attend to learn skills or gain knowledge in the areas cited in response to Question 17 (Table 16). The respondents were asked the likelihood of attending CLC if the college offered their desired courses instead of the institution they had previously named. Nearly two-thirds of these respondents indicated they would be likely to attend CLC under these circumstances. Again, Relocated Residents, Northwest and Northeast respondents were most likely to consider CLC as an alternative for postsecondary education in the next two to three years.

Table 20: Reasons Not Likely to Attend CLC if Desired Courses Were Offered

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Reputation	69 31%	17 27%	52 33%	8 19%	10 36%	23 31%	28 36%
Curriculum Concerns	56 25%	15 24%	41 26%	12 28%	7 25%	20 27%	17 22%
Location	33 15%	10 16%	23 14%	1 2%	5 18%	8 11%	19 25%
Misc. Reasons	16 7%	5 8%	11 7%	4 9%	2 7%	5 7%	5 6%
Not Applicable	49 22%	16 25%	33 21%	18 42%	4 4%	19 25%	8 10%
Total Reasons Given	223	63	160	43	28	75	77

The reasons given by respondents who were not likely to consider CLC as an alternative to their preferred institution are summarized in Table 20. Multiple responses were allowed. Of the 189 respondents unlikely to consider CLC even if desired courses were offered, 65 or 35% were from the Southwest Quadrant. Only 25 or 13% were from the Northwest Quadrant. Relocated Residents represented 31% of the respondents asked this question; New Residents, 69%.

Reputation and curriculum concerns were cited most frequently as reasons for not considering CLC. Reputation concerns were dominated by comments comparing the reputation of CLC to the respondent's preferred institution. The need for more advanced courses and the perception that the college would not offer needed courses dominated curriculum concerns. One-fourth of the reasons given by Southwest Quadrant respondents involved location and distance concerns. Location was least important among the Northeast Quadrant respondents.

Table 21: Reasons Likely to Attend CLC if Desired Courses Offered

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Location	193 36%	74 34%	119 38%	39 38%	45 42%	53 32%	56 36%
Courses	102 19%	43 20%	59 19%	24 23%	13 12%	34 21%	31 20%
Cost	94 18%	42 19%	52 17%	16 15%	15 14%	35 21%	28 18%
Con-venience	61 11%	24 11%	37 12%	8 8%	11 10%	19 12%	23 15%
Reputa-tion	52 10%	23 10%	29 9%	11 11%	12 11%	14 8%	15 10%
Misc. Reasons	29 5%	14 6%	15 5%	6 6%	10 9%	10 6%	3 2%
Total Reasons Given	531	220	311	104	106	165	156

Table 21 summarizes the responses of 340 respondents who indicated they would consider CLC as an alternative to the institution named in Question 19. They were asked to give reasons for their response to Question 20 which asked if they would consider CLC if the college offered the courses they desired. Again, multiple responses were allowed. Location was the most frequently cited reason for considering CLC. The availability and/or timing of courses and cost concerns were the next most frequently given reasons for considering attending CLC rather than an alternative institution.

Table 22: Kind of Program Most Interested In If Attend CLC

	Total Sample (N=609)	Relocated Residents (N=293)	New Residents (N=316)	Northeast Quadrant (N=158)	Northwest Quadrant (N=164)	Southeast Quadrant (N=131)	Southwest Quadrant (N=156)
Not Leading to Degree at CLC	309 51%	133 45%	176 56%	57 36%	85 52%	74 56%	93 60%
Leading to Degree at CLC	162 27%	90 31%	72 23%	53 34%	42 26%	31 24%	36 23%
Degree at CLC & Transfer	138 23%	70 24%	68 22%	48 30%	37 23%	26 20%	27 17%

As a result of filter questions, only respondents indicating they would most likely go to CLC and those who would consider CLC instead of their first choice if desired courses were offered indicated program preferences. Their responses are presented in Table 22. Fifty-one percent of the Total Sample reported a desire for course work that would not lead to a degree at CLC. The remaining half of respondents were split fairly evenly between those desiring a program leading to a degree at CLC and those desiring a CLC degree as well as preparation for transfer to a four-year college.

An examination of the subsample percentages yielded some interesting findings. New Residents were less interested in a degree program than were Relocated Residents. Among the quadrant respondents, the Northeast respondents reported the greatest interest in degree programs. Nearly two-thirds of Northeast respondents reported a preference for courses within a CLC degree program. Conversely, 60% of Southwest Quadrant respondents indicated a preference for non-degree courses. The preferences of the remaining quadrant respondents were more similar to those of the Southwest Quadrant than to those of the Northeast Quadrant.

Table 23: Campus Preferred if Attend CLC

	Total Sample (N=625)	Relocated Residents (N=299)	New Residents (N=326)	Northeast Quadrant (N=159)	Northwest Quadrant (N=172)	Southeast Quadrant (N=135)	Southwest Quadrant (N=159)
Grayslake Campus	268 43%	135 45%	133 41%	59 37%	120 70%	43 32%	46 29%
Local High School or Community Center	177 28%	75 25%	102 31%	19 12%	22 13%	59 44%	77 48%
Lakeshore Campus	43 7%	20 7%	23 7%	35 22%	3 2%	4 3%	1 1%
Place of Work	34 5%	15 5%	19 6%	11 7%	8 5%	9 7%	6 4%
Location Not Important	103 16%	54 18%	49 15%	35 22%	19 11%	20 15%	29 18%

Table 23 summarizes the campus preferences of this same set of respondents. That is, only those who indicated they would consider CLC were asked a campus preference. As can be seen, preferences reflected location considerations. Northwest Quadrant respondents overwhelmingly, 70%, preferred courses offered at the Grayslake Campus. While a majority of Northeast respondents also indicated a preference for the Grayslake Campus, respondents of this quadrant were nearly the only respondents to indicate a preference for the Lakeshore Campus. Southeast and Southwest Quadrant respondents were most likely to indicate a preference for courses offered at more local facilities. Five percent of the respondents indicated a desire to take courses at their work site. This percentage varied little across the subsamples.

Table 24: Preferred Time and Day of Classes if Attend CLC

	Total Sample (N=609)	Relocated Residents (N=291)	New Residents (N=318)	Northeast Quadrant (N=155)	Northwest Quadrant (N=177)	Southeast Quadrant (N=129)	Southwest Quadrant (N=158)
Weekday 6 a.m. or 7 a.m.	18 3%	9 3%	9 3%	8 5%	1 1%	5 4%	4 3%
Weekday 8 a.m. to 1 p.m.	96 16%	41 14%	55 17%	27 17%	27 16%	27 21%	15 9%
Weekday 1 p.m. to 5 p.m.	40 7%	19 7%	21 7%	15 10%	9 5%	8 6%	8 5%
M-TH 5 p.m. to 7 p.m.	154 25%	82 28%	72 23%	40 26%	40 24%	28 22%	46 29%
M-TH 7 p.m. to 10 p.m.	236 39%	111 38%	125 39%	48 31%	70 42%	48 37%	70 44%
M-TH 10 p.m. to 12 a.m.	8 1%	5 2%	3 1%	1 1%	3 2%	1 1%	3 2%
Friday Evening	9 1%	5 2%	4 1%	2 1%	4 2%	2 2%	1 1%
Saturday Morning	37 6%	13 4%	24 8%	8 5%	11 7%	9 7%	9 6%
Saturday Afternoon	9 1%	4 1%	5 2%	5 3%	1 1%	1 1%	2 1%
Sunday	2 0%	2 1%	0 0%	1 1%	1 1%	0 0%	0 0%

Table 24 presents day and time course preferences. Again, only respondents who indicated they would prefer to take courses at CLC or would consider CLC instead of their first choice institution if desired courses were offered were asked day and time preferences. As can be seen, the greatest percentages of Total Sample and all subsample respondents reported a preference for Monday through Thursday evening courses.

Summary of Research Question 2

The survey items discussed in this section addressed two aspects of the decision to continue one's education, the determination of the value of continuing education and the determination of the courses and institutions in which one should enroll. The future educational plans of respondents suggested that the decision to continue postsecondary education was influenced by life cycle considerations. Younger respondents and those who had begun but not yet completed a postsecondary degree were most likely to report plans to continue their education. These respondents were also more likely to prefer credit for courses taken. One-half the respondents likely to attend CLC preferred a degree program. A greater percentage of Northeast Quadrant respondents likely to attend CLC preferred a degree program.

Career development also appeared to be a motivating factor. Eighty-one percent of respondents reported that continuing their education would be important to their career development. This

result was supported by the areas in which respondents most desired additional knowledge, the fields of business/finance and math/science. These areas reflected the respondents past postsecondary behavior and their employment at the time of the survey.

The institutions respondents were most likely to attend varied greatly. CLC, however, was cited by one-third of the respondents. No other institution was named by more than 5% of the respondents planning to take courses in the next two to three years. Northeast and Northwest Quadrant respondents were most likely to identify CLC as the institution they would most likely attend. The Southeast and Southwest Quadrant respondents, the older and more educated subsample respondents, were least likely to indicate CLC as their institutional choice. New Residents were less likely than Relocated Residents to name CLC as their preferred institution.

Respondents naming other institutions were more likely to consider CLC if their desired courses were offered at the college. Location was the primary reason for considering CLC. Reputation and curriculum concerns were cited by those who would not consider CLC. Reputation concerns reflected the respondents' comparisons of CLC to their desired institutions. Curriculum concerns were dominated by the need for more advanced courses and the perception that the college would not offer needed courses. Location was an additional concern among Southwest Quadrant respondents who would not consider CLC.

The role of location was also evident in the campus choices reported by respondents likely to attend CLC. Forty-three percent of the respondents preferred to attend the Grayslake Campus. Seventy percent of Northwest Quadrant respondents preferred to attend the Grayslake Campus. Though most Northeast Quadrant respondents preferred the Grayslake Campus, 22% reported a preference for the Lakeshore Campus. Most Southeast and Southwest Quadrant respondents preferred sites nearer to their communities. Respondents clearly preferred that courses be offered Monday through Thursday evenings.

Research Question 3: What Factors Influence College Choice?

Research Question 3 addresses the factors influencing college choice. All respondents, whether or not they reported plans to continue their education in the near future, were asked to report the institutional characteristics they would use to evaluate a school or college.

All respondents were asked to respond to a series of items likely to influence college choice. The respondents were asked to rank each item in Question 11 of the survey on a four point scale ranging from "not at all important" to "very important." A score of four was given to items respondents identified as "very important." "Somewhat important" items were scored three; "not too important" items, two; and "not at all important" items, one. Interviewers were instructed to vary the order in which the items were read to respondents. Table 25 summarizes the responses to this series of items.

Little variation was observed among the average scores of the Total, Relocated and New Resident samples. Table 25 presents rankings of the items by their average scores for the Total Sample and each subsample. The first number in each cell is the ranked order of the item. The number in parentheses in each cell is the average score for the item.

Table 25: Characteristics Ranked by Order of Importance as Measured by the Characteristic's Average Score

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Teacher Quality	1 (3.83)	1 (3.82)	1 (3.84)	1 (3.83)	1 (3.83)	1 (3.86)	1 (3.80)
Course Variety	2 (3.61)	2 (3.61)	2 (3.61)	2 (3.61)	2 (3.57)	2 (3.65)	2 (3.62)
Facility Quality	3 (3.39)	3 (3.42)	3 (3.37)	3 (3.50)	4 (3.33)	3 (3.42)	3 (3.34)
Equipment	4 (3.26)	4 (3.26)	4 (3.26)	5 (3.42)	3 (3.33)	5 (3.17)	5 (3.15)
School Reputation	5 (3.24)	6 (3.21)	5 (3.26)	7 (3.24)	6 (3.16)	4 (3.35)	4 (3.22)
Cost of Classes	6 (3.23)	5 (3.24)	6 (3.22)	4 (3.47)	5 (3.24)	6 (3.13)	6 (3.13)
Convenient Location	7 (3.13)	7 (3.14)	7 (3.12)	8 (3.18)	7 (3.09)	7 (3.13)	7 (3.13)
Placement Services	8 (3.02)	8 (3.06)	8 (2.98)	6 (3.29)	8 (3.03)	9 (2.83)	8 (2.94)
Student Ability	9 (2.86)	10 (2.85)	9 (2.87)	10 (2.89)	10 (2.74)	8 (2.92)	9 (2.88)
Career Counseling	10 (2.83)	9 (2.91)	10 (2.77)	9 (3.08)	9 (2.82)	10 (2.67)	10 (2.75)
Convenient Parking	11 (2.57)	11 (2.59)	11 (2.55)	11 (2.71)	11 (2.61)	11 (2.45)	11 (2.52)

As can be seen, the "quality of teachers" was the characteristic with the greatest average score in the Total Sample and in each subsample. The importance of this characteristic in the evaluation of schools was underscored by responses to Question 12. Respondents rating more than one characteristic as very important were asked to identify the characteristic most important to them.

Teacher quality was ranked as most important by 58% of this set of respondents. This percentage varied little across the subsamples.

The "variety of courses in your main area of interest" was ranked second across all subsamples. "Facility quality" ranked third in all but the Northwest Quadrant. "Convenient parking" ranked least important among these characteristics across all sets of respondents.

There was more variation in the importance of characteristics within the middle rankings. "Cost of classes" was ranked as a more important factor by the Northeast and Northwest Quadrant respondents than it was by Southeast and Southwest Quadrant respondents. "Placement services" achieved its highest rank among Northeast respondents. "Career counseling" was also judged to be of greater importance by these and Northwest respondents. Southeast and Southwest respondents were much more concerned with "school reputation," ranking it fourth, than were Northeast and Northwest respondents.

Respondents for whom the quality of teachers was the most important characteristic in their decision to attend a school or college were asked to report how they would learn about teacher quality (Question 13). Multiple responses were encouraged. Table 26 summarizes the 787 responses given by 562 respondents.

Table 26: Ways Respondents Learn About the Quality of Teachers

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Word of Mouth	365 46%	135 44%	230 48%	75 42%	89 51%	98 51%	103 43%
Taking Their Courses	202 26%	79 26%	123 26%	56 31%	24 14%	44 23%	78 32%
Catalog or Other Publication	126 16%	53 17%	73 15%	24 13%	30 17%	33 17%	39 16%
Reputation	15 2%	8 3%	7 1%	1 1%	5 3%	8 4%	1 0%
Observe How Students Perform in Their Class	9 1%	4 1%	5 1%	1 1%	4 2%	1 1%	3 1%
Other	52 7%	22 7%	30 6%	19 11%	16 9%	6 3%	11 5%
Don't Know	18 2%	8 3%	10 2%	3 2%	7 4%	1 1%	7 3%
Total Given	787	309	478	179	175	191	242

Forty-six percent of the reported ways to assess teacher quality were "word of mouth" responses. Experience or taking a class from a teacher represented 26% of the ways respondents might learn about teacher quality. Catalog listings accounted for 16% of the responses.

There was little variation across subsamples. However, Northwest and Southeast respondents were less likely to report they would take a class to assess teacher quality. "Word of mouth" responses were given more frequently by this set of respondents.

Table 27: Likelihood of Taking Televised or Taped Courses

	Total Sample (N=1004)	Relocated Residents (N=430)	New Residents (N=574)	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
COURSE ON T.V.							
Likely	311 31%	144 33%	167 29%	90 39%	68 29%	60 25%	93 31%
Not Likely	682 68%	282 66%	400 70%	137 59%	166 70%	173 73%	206 69%
Don't Know	11 1%	4 1%	7 1%	5 2%	2 1%	3 1%	1 0%
COURSE ON TAPE							
Likely	484 48%	217 50%	267 47%	128 55%	121 51%	94 40%	141 47%
Not Likely	517 52%	212 49%	305 53%	103 44%	115 49%	142 60%	157 52%
Don't Know	3 0%	1 0%	2 0%	1 0%	0 0%	0 0%	2 1%

Respondents were also asked to consider the possibility of taking televised or cable courses. The results of this inquiry are presented in Table 27. Taped courses appeared to be more popular than televised courses. Respondents had fairly clear opinions on this topic as indicated by the small number of "Don't Know" responses.

Northeast Quadrant respondents were slightly more open to both televised and taped courses than were their counterparts in the other quadrants. Northwest respondents were much more open to taped courses than they were to televised courses.

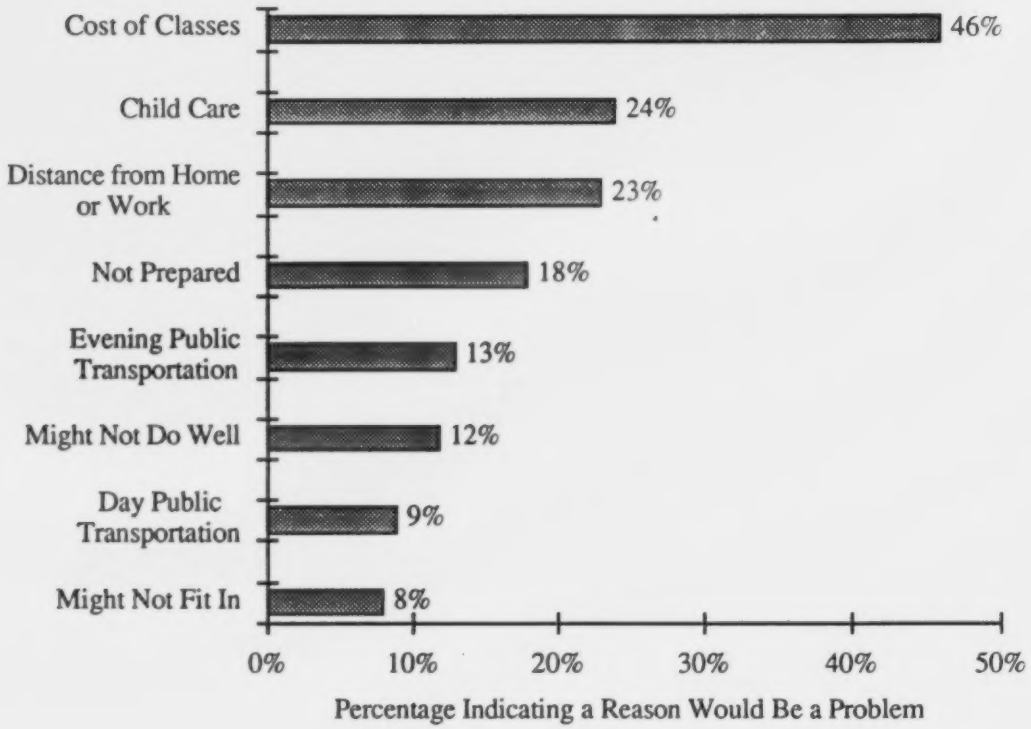
Summary of Research Question 3

In summary, respondents reported that teacher quality was the most important institutional characteristic likely to influence college choice. Other than actually taking a class, respondents reported they would rely upon word of mouth and catalogs or other publications to learn about the quality of teachers at an institution. Televised courses were unpopular alternatives with nearly 70% of respondents. Close to one-half of the respondents indicated an interest in taped courses.

Research Question 4: What Problems Limit the Ability of New Residents to Attend College?

Limiting factors likely to influence the decision to take a desired course were also explored in the survey. Figure 3 summarizes the percentages of Total Sample respondents who identified the reasons listed to be problems if the respondent were interested in taking a class. The school or college to be attended was not specified. Respondents were allowed multiple responses.

Figure 3: Percentage of Total Sample Respondents Who Indicated They Would Have a Problem Taking a Class Due to Each Reason



Respondents who indicated an item to be a problem were then asked to indicate the severity of the problem. Table 28 reports the number and percentage of respondents who indicated a particular item would be a "somewhat" or "very serious" problem if they were to consider taking a course they were "very interested in taking." Each cell of the table presents the number of respondents who indicated an item to be a "somewhat" or "very serious" problem. The number of these respondents is also reported as a percentage of the respondents within the Total Sample and the subsamples who responded to the item. Therefore, the percentages do not total to 100%.

Table 28: Respondents Reporting a Problem Seriously Limited Their Ability to Take a Desired Course

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Cost of Classes	358 37%	154 36%	204 38%	100 45%	65 30%	103 44%	90 31%
Child Care	205 21%	84 20%	121 21%	50 22%	62 26%	46 20%	47 16%
Distance from Home or Work	186 19%	68 16%	118 21%	31 13%	48 21%	54 23%	53 18%
Concern Not Prepared	122 12%	52 12%	70 12%	33 15%	35 15%	22 9%	32 11%
Evening Public Trans-portation	93 9%	40 9%	53 9%	25 11%	24 10%	24 10%	20 7%
Concern Might Not Do Well	79 8%	43 10%	36 6%	27 12%	18 8%	14 6%	20 7%
Daytime Public Trans-portation	65 7%	27 6%	38 7%	13 6%	13 6%	18 8%	21 7%
Concern Might Not Fit In	42 4%	20 5%	22 4%	17 7%	8 3%	6 3%	11 4%

As can be seen, three factors, cost, child care and distance from home or work, were identified as "somewhat" or "very serious" problems by at least 20% of the Total Sample respondents or of one of the subsamples.

Among those who reported cost to be a "somewhat" or "very serious" problem:

- 81% were in the 25-54 age bracket.
- 64% were female.
- 63% had been enrolled in a postsecondary course in the last 5 years.
- 69% were planning to take courses in the future.
- 29% reported they were likely to attend CLC.
- 38% had completed high school or had some college or university experience but had not completed a two- or four-year degree.
- 70% were employed.
- 57% were New Residents.

- 29% were Southeast Quadrant residents, 28% were Northeast Quadrant residents, 25% were Southwest Quadrant residents and 18% were Northwest Quadrant residents.

Among those who reported child care to be a "somewhat" or "very serious" concern:
- 93% were within the 25-54 age bracket.
- 75% were women.
- 54% had postsecondary educational experience.
- 72% reported they were likely to take courses in the future.
- 36% reported they were likely to attend CLC.
- 41% had completed high school or had some college experience but had not received a two- or four-year college degree.
- 60% were employed in either a full- or part-time position.
- 59% were New Residents.
- 30% were Northwest Quadrant residents, 24% were Northeast Quadrant residents, 23% were Southwest Quadrant residents and 22% were Southeast Quadrant residents.

Among those who reported distance from home or work to be a "somewhat" or "very serious" problem in taking a course:
- 84% were in the 25-54 age bracket.
- 67% were female.
- 63% had recent postsecondary educational experience.
- 67% reported future course work was likely.
- 26% reported they were likely to attend CLC.
- 39% had completed high school or had some college experience but had not received a two- or four-year degree.
- 71% were employed.
- 63% were New Residents.
- 29% were Southeast Quadrant residents, 28% were Southwest Quadrant residents, 26% were Northwest Quadrant residents and 17% were Northeast Quadrant residents.

For each of these three factors, roughly 70% of the respondents who reported the item to be a "somewhat" or "very serious" problem also reported a desire to continue their postsecondary education in the next two to three years. One-fourth to one-third reported they were likely to attend CLC. More than one-half were New Residents and perhaps unfamiliar with the college's programs designed to assist students in these areas.

The final research question addresses the issue of familiarity or awareness and the extent of new resident involvement with the college. Sources of community news were also considered to inform future efforts to communicate with new Lake County residents.

Research Question 5: Are New Residents Aware Of and/or Involved in CLC?

A series of inquiries was included in the survey to assess respondent knowledge of and involvement with CLC whether or not respondents had previously attended the college. Respondents were asked to identify where they had heard about CLC. Questions concerning specific sources of information were also included in the interview. Finally, respondents were asked to identify their main sources of news about their community. These sources may have served as past sources of information about the college and suggest future means through which the college may communicate with new residents to the county.

Table 29: Percentages of Respondents Who Indicated They Had Heard About CLC Through The Following Sources

	Total Sample (N=1004)	Relocated Residents (N=430)	New Residents (N=574)	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Family or Friends	352 35%	172 40%	180 31%	104 45%	85 36%	74 31%	89 30%
Mailings from CLC	266 27%	106 25%	160 28%	48 21%	51 22%	75 32%	92 31%
Local Media	154 15%	57 13%	97 17%	32 14%	32 14%	37 16%	53 18%
High School Teachers or Counselors	95 10%	69 16%	26 5%	30 13%	30 13%	20 9%	15 5%
Live or Work Near CLC	82 8%	57 13%	25 4%	17 7%	35 15%	13 6%	17 6%
Drove or Passed by Building	66 7%	25 6%	41 7%	19 8%	17 7%	10 4%	20 7%
People at Work	50 5%	18 4%	32 6%	21 9%	1 0%	14 6%	14 5%
Took Courses at CLC	18 2%	16 4%	2 0%	4 2%	5 2%	5 2%	4 1%
Welcome Wagon	6 1%	2 0%	4 1%	0 0%	2 1%	2 1%	2 1%
Library	5 1%	2 0%	3 1%	0 0%	2 1%	1 0%	2 1%
Other	78 8%	32 7%	46 8%	17 7%	30 13%	21 9%	10 3%
Don't Know	29 3%	12 3%	17 3%	5 2%	5 2%	8 3%	11 4%
Never Heard of CLC	64 6%	4 1%	60 11%	6 3%	11 5%	12 5%	35 12%

Table 29 profiles the sources of information about CLC identified by respondents. The number and percentage of respondents who indicated they had heard about CLC through each of the

items listed are reported. Since some respondents indicated more than one source of information, the numbers in the table do not total to the number of respondents and the percentages do not total to 100%.

Three sources of information were reported by more than 10% of the respondents. More than one-third heard about the college through their family or friends. This word of mouth source was of even greater import among Relocated Residents, Northeast and Northwest Quadrant respondents. Twenty-seven percent reported college mailings were a source of information. New Residents, Southeast and Southwest Quadrant respondents were more likely to cite this source. Fifteen percent had heard of the college through their local media. Again, New Residents, Southeast and Southwest Quadrant respondents were likely to report this source of information about the college.

The success of the college in fostering community awareness was evident in the number of "Never Heard of CLC" responses to this question. Only 6% of the respondents reported they had never heard of CLC. New Residents were more likely than Relocated Residents to state they had not heard of the college. Northeast respondents were the quadrant respondents least likely to indicate this response. Southwest Quadrant respondents were most likely to report they had not heard of the college.

Seventy-eight respondents reported "Other" sources of information about the college. An examination of these responses for the Total Sample respondents revealed seven categories within the "Other" response set. These are summarized in Table 30 to inform the reader of additional avenues of communication.

Table 30: Summary of "Other" Responses Identified as Sources of Information About the College

	"Other" Responses (Total = 78)
General Awareness Responses	24
Work-Related Sources	17
Military Counselors or Other Military Sources	11
Other School Sources	9
Saw a Sticker or Sign	6
Read Catalog or Class Schedule	4
Attended an Event at the College	3
Realtor Mentioned College	2
Miscellaneous Responses	2

General awareness responses included comments of a general nature such as "I know it's there" or "I am aware of what's going on in my community." Work-related responses included reports of those who had learned of the college through company sources, on-campus recruitment, or those who had worked or interviewed at the college in the past. The military responses included any comments that the respondent had heard of the college through sources at Great Lakes or Fort Sheridan. The other school sources included referrals from other colleges and other general school related comments. The remaining categories refer to specific remarks regarding a sticker or sign, attendance at a college event, or comments that a realtor had discussed the college.

In addition to Question 31 which was based upon the ability of respondents to recall where they had heard of CLC, three sources of awareness were specifically addressed at other points in the survey. One source of respondent awareness, experience with the college, was addressed in Questions 26 and 27. Respondents were asked if a member of their household was attending CLC at the time of the survey and if a household member had attended CLC in the past. Respondents were also asked to recall class locations. Tables 31 and 32 summarize the

responses to these inquiries. The Ns presented at the top of the table columns indicate the number of respondents within the sample and subsamples who indicated a household member was taking or had attended a class through the college.

Table 31: Household Member Taking Class at CLC at Time of Survey--Class Location

	Total Sample (N=65)	Relocated Residents (N=38)	New Residents (N=27)	Northeast Quadrant (N=19)	Northwest Quadrant (N=19)	Southeast Quadrant (N=16)	Southwest Quadrant (N=11)
Grayslake Campus	49 75%	28 74%	21 78%	12 63%	18 95%	10 63%	9 82%
Highland Park High School	4 6%	2 5%	2 7%	0 0%	0 0%	3 19%	1 9%
Lakeshore Campus	3 5%	2 5%	1 4%	3 16%	0 0%	0 0%	0 0%
Lake Co. Area Vocational Center	2 3%	1 3%	1 4%	1 5%	0 0%	1 6%	0 0%
Southlake Educational Center	1 2%	1 3%	0 0%	0 0%	0 0%	1 6%	0 0%
Great Lakes Extension	1 2%	0 0%	1 4%	1 5%	0 0%	0 0%	0 0%
Adlai Stevenson High School	1 2%	0 0%	1 4%	0 0%	0 0%	0 0%	1 9%
Don't Know	4 6%	4 11%	0 0%	2 11%	1 5%	1 6%	0 0%

As can be seen in Table 31, 65 respondents, 6% of the Total Sample, indicated a household member was taking classes at CLC. Most indicated classes were being taken at the Grayslake Campus. Much greater past participation was reported. Twenty-five percent of the respondents reported a household member had taken courses in the past. Not surprisingly, most, 75%, of the respondents who reported past household experience were Relocated Residents. Past experience was greatest among Northwest Quadrant respondents, and most classes were taken at the Grayslake Campus.

Table 32: Household Member Took Class at CLC in the Past--Class Location

	Total Sample (N=253)	Relocated Residents (N=191)	New Residents (N=62)	Northeast Quadrant (N=68)	Northwest Quadrant (N=80)	Southeast Quadrant (N=57)	Southwest Quadrant (N=48)
Grayslake Campus	215 85%	166 87%	49 79%	56 82%	73 91%	48 84%	38 79%
Lakeshore Campus	9 4%	6 3%	3 5%	4 6%	2 3%	2 4%	1 2%
Great Lakes Extension	4 2%	2 1%	2 3%	2 3%	0 0%	2 4%	0 0%
Lake Co. Area Vocational Center	2 1%	2 1%	0 0%	1 1%	0 0%	1 2%	0 0%
High School Sites	11 4%	7 4%	4 6%	2 3%	4 5%	1 2%	4 8%
Don't Know	12 5%	8 4%	4 6%	3 4%	1 1%	3 5%	5 10%

Another source of information about the college is the class schedule mailed to all residents three times a year. Respondents were asked to recall if they had received a class schedule. The results of this inquiry are reported in Table 33.

Table 33: Recalled Receiving a Class Schedule in the Mail

	Total Sample (N=1004)	Relocated Residents (N=430)	New Residents (N=574)	Northeast Quadrant (N=232)	Northwest Quadrant (N=236)	Southeast Quadrant (N=236)	Southwest Quadrant (N=300)
Recall Receiving Schedule	736 73%	365 85%	371 65%	177 76%	183 78%	179 76%	197 66%
Do Not Recall Receiving Schedule	237 24%	64 15%	173 30%	48 21%	46 20%	48 20%	95 32%
Don't Know	31 3%	1 0%	30 5%	7 3%	7 3%	9 4%	8 3%

Nearly three-fourths of the respondents recalled receiving a class schedule. The effectiveness of this mailing was evident in a comparison of the New and Relocated Residents subsample results. Relocated Residents were more likely to recall receiving a schedule. Eighty-five percent of Relocated Residents recalled receiving a schedule. Nearly two-thirds of New Residents also recalled receiving a schedule. Clearly, this mailing is an effective means of communicating the college's presence to even the newest members of the community.

Northwest respondents were most likely to remember receiving a class schedule. Southwest respondents were least likely to do so. The Southwest results may have been due to the percentage of new residents in the Southwest subsample. The Southwest Quadrant contained the greatest percentage, 64%, of new residents (See Table 3 of this report). The quadrants with the

lowest percentages of new residents, the Northwest and Northeast Quadrants, were observed to have the greatest percentages of respondents who recalled receiving a class schedule.

Respondents were also specifically asked if they had been visited by a Welcome Wagon or other similar organization's representative who told them about local businesses and services. If so, respondents were asked if they had received information about CLC during the visit. Tables 34 and 35 summarize the responses to these inquiries.

Table 34: Organizations Whose Representative Had Visited Respondent to Inform About Local Businesses and Services

	Total Sample (N=390)	Relocated Residents (N=131)	New Residents (N=259)	Northeast Quadrant (N=32)	Northwest Quadrant (N=75)	Southeast Quadrant (N=116)	Southwest Quadrant (N=167)
Welcome Wagon	345 89%	117 89%	228 88%	23 72%	64 85%	105 91%	153 92%
Royal Welcome	2 1%	0 0%	2 1%	1 3%	0 0%	1 1%	0 0%
Other	11 3%	2 2%	9 4%	1 3%	2 3%	3 3%	5 3%
Don't Recall	32 8%	12 9%	20 8%	7 22%	9 12%	7 6%	9 5%

Thirty-nine percent or 390 of all respondents recalled a visit from a Welcome Wagon or other similar organization's representative. Southeast and Southwest respondents were most likely to report a visit.

Table 35: Received Information About CLC When Visited by Welcome Wagon or Other Organization

	Total Sample (N=390)	Relocated Residents (N=131)	New Residents (N=259)	Northeast Quadrant (N=32)	Northwest Quadrant (N=75)	Southeast Quadrant (N=116)	Southwest Quadrant (N=167)
Received Information	165 42%	56 43%	109 42%	19 59%	27 36%	52 45%	67 40%
Did Not Receive Information	58 15%	18 14%	40 15%	6 19%	13 17%	16 14%	23 14%
Don't Recall	167 43%	57 44%	110 43%	7 22%	35 47%	48 41%	77 46%

Forty-two percent of the Total Sample respondents who recalled a visit also recalled receiving information about CLC. Forty-three percent indicated they did not remember receiving information about the college. No significant differences were observed between these results and those of the Relocated and New Resident subsamples. Differences observed between these results and the quadrant results were influenced by the limited number of respondents in the Northeast and Northwest Quadrants. The Southeast and Southwest Quadrant distributions are similar to the Total Sample results.

Finally, respondents were asked to identify their main source of news about their community. Multiple responses were recorded for some respondents. Therefore, Table 36 summarizes the responses given by the Total Sample and subsample respondents in terms of the percentage of all

sources identified. Figure 4 provides a breakdown of the specific newspapers cited by Total Sample respondents.

Table 36: Respondent Identified Sources of News About the Community

	Total Sample	Relocated Residents	New Residents	Northeast Quadrant	Northwest Quadrant	Southeast Quadrant	Southwest Quadrant
Newspapers	836 71%	372 74%	464 69%	170 63%	204 74%	205 74%	257 72%
Brochures Flyers or Publications	78 7%	29 6%	49 7%	13 5%	16 6%	20 7%	29 8%
Television News	77 7%	29 6%	48 7%	25 9%	16 6%	16 6%	20 6%
Word of Mouth	46 4%	14 3%	32 5%	11 4%	8 3%	10 4%	17 5%
Radio	41 3%	19 4%	22 3%	15 6%	11 4%	7 3%	8 2%
Other Sources	35 3%	17 3%	18 3%	15 6%	5 2%	7 3%	8 2%
Cable Television	33 3%	13 3%	20 3%	14 5%	6 2%	6 2%	7 2%
Free Advertising Newspaper	31 3%	11 2%	20 3%	5 2%	9 3%	6 2%	11 3%
Church Bulletin	2 0%	0 0%	2 0%	0 0%	1 0%	1 0%	0 0%
Total Identified	1179	504	675	268	276	278	357

By far, the primary sources for community news reported by all respondents were newspapers. Seventy-one percent of the sources identified by Total Sample respondents were daily or weekly newspapers. Relocated Residents were slightly more likely to report a newspaper as their community news source than were New Residents. Northeast respondents were less reliant upon print media and more reliant upon television, cable, and radio than were their other quadrant counterparts.

Figure 4: Newspapers Identified as Community News Sources by Total Sample Respondents

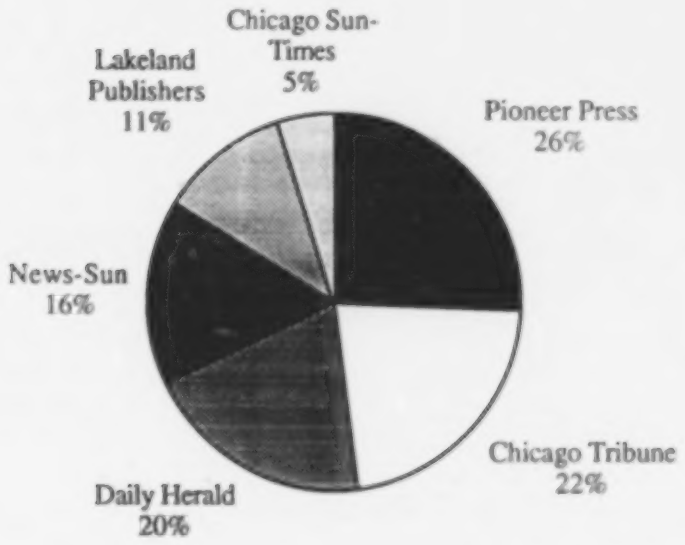


Figure 4 profiles the newspapers identified by Total Sample respondents as main sources of news about their communities. The percentages represent a coding of responses into categories based upon newspaper publishers whose papers were available in Lake County. "Other" responses that could not be classified were not included in the calculation of percentages for purposes of this figure only. The percentages, therefore, represent the percentage of 'classifiable' or clearly identified newspapers.

As can be seen, Pioneer Press publications represented 26% of the papers clearly reported by the respondents as sources of news about the community. The Chicago Tribune was the next most cited publication, followed by the Daily Herald publications, the News-Sun, the Lakeland publications and, finally, the Sun-Times. Adding the percentages, it can be seen that daily papers accounted for 63% of the newspapers identified. Weekly papers represented 37% of the newspapers read for news about the community.

Summary of Research Question 5

In summary, the college appears to have been successful in its efforts to inform even the newest members of the community about the college. Only 6% of the respondents reported they had never heard of CLC. Word of mouth and CLC mailings were reported most frequently as a first source of information about the college. Nearly three-fourths of those surveyed recalled receipt

of a class schedule. Future efforts to communicate with new residents may be informed by the reported reliance upon newspapers, particularly local newspapers, for community news.

Conclusion

This study was undertaken as part of the college's ongoing effort to assess and meet the postsecondary educational needs of the residents of Lake County. Mindful that census data revealed a significant growth in the numbers of new residents, the college surveyed a sample of these residents. The goal of the research was to provide an informed basis from which strategies addressing the postsecondary educational needs of new residents would be developed. The college also sought to assess its efforts to communicate with new residents and to identify effective ways of communicating with new residents in the future. The survey results documented in this report provide answers to these questions.

Clearly, the survey indicated considerable success in the college's efforts to inform new residents of its presence in the community. New residents were aware of the college and likely to consider CLC if their desired courses were offered. This finding is especially important since 69% of the New Resident respondents reported plans to continue their education in the near future. The respondents' reliance upon newspapers for community news suggests that newspapers be emphasized in efforts to supplement class schedule mailings.

A wide range of information regarding the program needs of the respondents is presented throughout this report. However, four program areas, consistent with the program goals set forth by the college in its statement of its mission and goals, were evident in the responses of survey participants. The need for postsecondary degree programs and baccalaureate transfer programs was apparent particularly among the young and those who had begun but not yet completed a postsecondary degree. Respondents also expressed interest in career oriented curricula both in terms of the necessity of course work for career development and in terms of the courses respondents most preferred to take. The data also revealed a market for adult and continuing education programs. Forty-two percent of those who reported they were likely to attend CLC or consider CLC if desired courses were offered had attained a four-year degree. Two-thirds of these respondents preferred to be enrolled in programs which would not lead to a CLC degree. Finally, the need remains for the college to continue its efforts to provide programs and services to assist students dealing with problems likely to limit college attendance.

In addition to the observation of these common program needs, this report also revealed significant differences among the quadrant respondents. These differences suggest that quadrant specific adjustments and strategies be considered as the college proceeds with its review of outreach, programming and services to meet the educational needs of new residents. The information gained from the New Resident Survey will allow the college to better target its programs and services to meet the varying educational needs of new residents and, thereby, the needs of the community.

Appendix A

NEW RESIDENTS SURVEY

SURVEY FOR THE COLLEGE OF LAKE COUNTY

Introduction: Hello, my name is _____. We are conducting a survey of residents of Lake County about educational opportunities in the area. May I please speak with the youngest male/oldest female/youngest female/oldest male (alternate from respondent to respondent) in the family who is 18 years of age or older? (If asked, tell respondent that survey is being conducted on behalf of the College of Lake County.)

1. How long have you lived at your present address? (READ CHOICES)

   1( )Less than 6 months
   2( )6 months to 1 year
   3( )1 year to 2 years
   4( )Over 2 years (Discontinue survey)

2. Did you live in another location in Lake County before you moved to your present home?

   1( )Yes
   0( )No (GO TO Q.4)

3. How many years total have you lived in Lake County?

   1( )Less than 2 years
   2( )2-5 years
   3( )6-10 years
   4( )More than 10 years

4. Are you currently employed full-time, part-time or not employed?

   1( ) Full-time -- Ask Q.5
   2( ) Part-time -- Ask Q.5
   3( ) Not employed -- Go To Q.7

5. Could you tell me the kind of business or industry you work in and the kind of work you do?

   Kind of Business: _____
   Kind of Work: _____

6. Is continuing education in your field <u>required</u> and important for career development, important but <u>not</u> required, or is it <u>not</u> required and <u>not</u> important for career development?

   3( ) Required and important
   2( ) Important but not required
   1( ) Not required and not important
   0( ) Don't know
   ( ) Refused to answer

7. I'd like to ask you about courses you may have taken in the past. Please consider any kind of course -- academic, job-related, or courses you may have taken just for fun or recreation. Which of the following best describes you? (READ CHOICES.)

1( )You are taking courses - GO TO Q. 8
2( )You took courses some time in the past five years - GO TO Q.8
3( )You have not taken any courses in the past five years. - GO TO Q. 11
0( )Don't know - GO TO Q. 11
( )Refused to answer - GO TO Q.11

8. What kinds of courses are you taking/did you take? (PROBE FOR MORE THAN ONE RESPONSE.)

_____

_____

9. Were/are these particular courses part of a college degree program?

1( )Yes
0( )No
3( )Don't know

10. At what school, college or other agency are you taking/did you take these courses? (DO NOT READ CHOICES.)

1 ( ) Barat College
2 ( ) College of Lake County (CLC)
3 ( ) Harper College
4 ( ) Lake Forest College
5 ( ) Northeastern Illinois University
6 ( ) Northern Illinois University (NIU)
7 ( ) Oakton Community College (OCC)
8 ( ) University of Wisconsin - Parkside (UW-Parkside)
9 ( ) Other (SPECIFY). _____.
0 ( ) Don't know
( ) Refused to answer

ASK EVERYONE:

11. I'm going to read you a list of things people use to evaluate a school or college. I'd like you to tell me how important each of them would be in deciding whether or not you might attend a school or college. *Please* rate each item on a scale of 1 to 4, with 4 being "very important" and 1 being "not at all important." (READ LIST AND CIRCLE THE APPROPRIATE RESPONSE.)

	Very Important	Somewhat Important	Not Too Important	Not at All Important	(Do Not Read) Don't Know	Q. 12
Quality of teachers	4	3	2	1	0	1
Variety of courses offered in your main area of interest	4	3	2	1	0	2
General reputation of school	4	3	2	1	0	3
Academic ability of students at the school	4	3	2	1	0	4
Equipment	4	3	2	1	0	5
Career counseling	4	3	2	1	0	6
Placement services for graduates	4	3	2	1	0	7
Cost of classes	4	3	2	1	0	8
Convenience of location to your home or workplace	4	3	2	1	0	9
Quality of the facilities	4	3	2	1	0	10
Convenient parking	4	3	2	1	0	11

If more than one item in Q.11 was rated "VERY IMPORTANT," ask the following question (Q. 12). If only "Quality of teachers" was rated "VERY IMPORTANT" go to Q. 13. All others go to Q.14.

12. You said (READ EACH ITEM RATED "VERY IMPORTANT") are very important. Which one of these is the most important to you? (RECORD RESPONSE ABOVE UNDER Q.12. If "most important" factor was "quality of teachers," go to Q. 13. If any other response, go to Q.14.)

13. You said "Quality of teachers" was most important to you. How do you learn about how good the teachers are?
    1( )Word of mouth.
    2( )Listing in the catalog or other publications.
    3( )By taking a class.
    4( )Other (PROBE FOR RESPONSE.) _____
    _____

14. There are reasons that make it difficult for some people to go to school or a college. If a college offered a course that you were very interested in taking, would you have a problem with the following items. (If the respondent answers "yes," please ask how serious that problem would be for him or her).

	Problem?		*Very Serious*	*Somewhat Serious*	*Not too Serious*	*Not at all Serious*	*Don't Know*
Child care	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
Public transportation during the day	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
Public transportation during the evening	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
The cost of classes	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
Class location more than 15 minutes from your home or office	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*

If a college offered a course that you were very interested in taking, would you have a concern with the following items. (If the respondent answers "yes," please ask how serious that concern would be for him or her).

	Concern?		*Very Serious*	*Somewhat Serious*	*Not too Serious*	*Not at all Serious*	*Don't Know*
Concern that you might not fit in with other students	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
Concern that you might not be properly prepared for college	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*
Concern that you might not do well academically	0( )No	*1( )Yes»*	*4( )*	*3( )*	*2( )*	*1( )*	*0( )*

15. Many colleges offer televised courses each semester. Please rate the likelihood that you would take each of the following types of televised courses using a scale of 1 to 4, with 4 being "very likely" and 1 being "not at all likely." (READ LIST AND CIRCLE THE APPROPRIATE RESPONSE.):

	Very Likely	Somewhat Likely	Not too Likely	Not at all Likely	(Don't Read) Don't Know
Courses offered on local cable TV	4	3	2	1	0
Courses on video cassette that can be checked out of the local college library for home use.	4	3	2	1	0

16. Now I would like to ask you about your future educational plans. In the next two to three years how likely is it that you will take courses to upgrade your skills or to gain some additional knowledge you need or want to have? Is it very likely, somewhat likely, not too likely or not at all likely?

4( ) Very likely
3( ) Somewhat likely
2( ) Not too likely
1( ) Not at all likely -- Go to Q.26
0( ) Don't know --Go to Q.26
( ) Refused to answer --Go to Q.26

17. In what field or area of study do you think you want to have additional skills or knowledge? (MULTIPLE RESPONSES ALLOWED) (SPECIFY)

_____

_____

_____

18. If you had the choice of receiving college degree credit or not receiving college credit for taking a course, which would you prefer?

1( )College credit
2( )No college credit
3( )(VOLUNTEERED) No preference
0( )Don't know
( )Refused to answer

19. To what college or university would you be most likely to go? (DO NOT READ LIST; PROBE FOR RESPONSE; ALLOW ONE RESPONSE ONLY)

1 ( ) Barat College
2 ( ) College of Lake County - GO TO Q.23
3 ( ) CLC - GO TO Q. 23
4 ( ) Harper College
5 ( ) Lake Forest College
6 ( ) Northeastern Illinois University
7 ( ) Northern Illinois University (NIU)
8 ( ) Oakton Community College (OCC)
9 ( ) University of Wisconsin - Parkside (UW-Parkside)
10( ) Other (SPECIFY). _____.
0 ( ) Don't know
( ) Refused to answer

20. If the College of Lake County, also known as CLC, offered courses you wanted, how likely is it that you would take the courses there instead of (SCHOOL NAMED IN Q. 19)? Is it very likely, somewhat likely, not very likely, or not at all likely?

5( )Very likely -- ASK Q.22
4( )Somewhat likely -- ASK Q.22
3( )Not very likely
2( )Not at all likely
1( )Never heard of CLC - GO TO Q.28
0( )Don't know if going to take courses at CLC --GO TO Q. 26
( )Refused to answer - GO TO Q.26

21. What is the reason for not taking these courses at the College of Lake County instead of (SCHOOL NAMED IN Q.19) (Probe - Anything else?)

_____

_____

(GO TO Q. 26)

22. What is the reason you would take these courses at the College of Lake County instead of (SCHOOL NAMED IN Q.19)? (PROBE - Anything else?)

_____

_____

23. If you were going to attend the College of Lake County, what kind of program would you be most interested in? Would it be . . (SINGLE RESPONSE ONLY.)
1( )Courses you want but not a program leading to a degree
2( )A program which leads to a degree
3( )A program which would give you a degree and would also prepare you to transfer to a four-year college
0( )Don't know
( )Refused to answer

24. I'm going to read you a list of locations where classes are offered by the College of Lake County. If you were going to attend the College of Lake County, where would you prefer to take classes? (READ CHOICES.)

1( )At the main campus in Grayslake;
2( )At the Lakeshore Campus in Waukegan;
3( )At your local high school or other community location;
4( )At the place where you work; or
5( )Location is not an important factor
0( )Don't know
( )Refused to answer

25. If you could schedule a class you were interested in at any time of the day and on any day of the week, when would you want it to be offered? (DON'T READ, BUT PROMPT IF ASKED.)

1( )Weekday before working day - 6:00 or 7:00 a.m.
2( )Weekday 8:00 a.m. to 1:00 p.m.
3( )Weekday 1:00 p.m. to 5:00 p.m.
4( )M-Th early evening 5:00-7:00 p.m.
5( )M-Th evening 7:00-10:00 p.m.
6( )M-Th night 10:00 p.m. to midnight
7( )Friday early evening
8( )Friday evening
9( )Friday night
10( )Saturday morning
11( )Saturday afternoon
12( )Sunday morning
13( )Sunday afternoon

26. Is there any person in your household who is taking courses now at the College of Lake County?

1( )Yes
0( )No

If yes, specify location:

1( )Main Campus, Grayslake
2( )Lakeshore Campus, Waukegan
3( )Southlake Educational Center
4( )Great Lakes Extension
5( )Adlai Stevenson H.S.
6( )Antioch Community H.S.
7( )Lake County Area Vocational Center
8( )Daniel Wright Middle School
9 ( )Deerfield H.S.
10( )Grant H.S.
11( )Highland Park H.S.
12( )Lake Zurich H.S.
13( )Mundelein H.S.
14( )Round Lake H.S.
15( )Twin Groves School
16( )Wauconda H.S.
17( )Waukegan H.S.
18( )Other (SPECIFY) _____

27. Is there any person in your household who took courses in the past at the College of Lake County?

1( )Yes
0( )No
If yes, specify location:

1( )Main Campus, Grayslake
2( )Lakeshore Campus, Waukegan
3( )Southlake Educational Center
4( )Great Lakes Extension
5( )Fort Sheridan Extension

6( )Adlai Stevenson H.S.
7( )Antioch Community H.S.
8( )Lake County Area Vocational Center
9( )Daniel Wright Middle School
10 ( )Deerfield H.S.
11( )Grant H.S.
12( )Highland Park H.S.
13( )Lake Zurich H.S.
14( )Mundelein H.S.
15( )Round Lake H.S.
16( )Twin Groves School
17( )Wauconda H.S.
18( )Waukegan H.S.
19( )Other (SPECIFY) _____

28. When you moved to your current location, were you visited by someone from Welcome Wagon or some other organization who told you about local businesses and services?

1( )Yes
0( )No (GO TO Q.31)
3( )Don't remember (GO TO Q.31)

29. Do you remember if it was: (READ CHOICES)

1( )Welcome Wagon
2( )Royal Welcome
3( )Other (specify) _____
4( )Don't Know

30. Did you receive information on the College of Lake County?

1( )Yes
0( )No
3( )Don't remember

PERCEPTIONS

31. How have you heard about the College of Lake County?

1( )Family or friends
2( )Local media
3( )High school counselors or teachers
4( )Mailings from CLC
5( )Never heard of CLC
6( )People at work
7( )Saw building
8( )Other (specify) _____

32. The College of Lake County mails a class schedule to all residents three times a year. Do you remember receiving it?

1( )Yes
0( )No
3( )Don't Know

33. What would you say is your main source of news about your community? (Let respondent provide the answer. Read choices if probing is necessary.)

1( )A newspaper - SPECIFY:

(Daily)
1( )Chicago Tribune
2( )Chicago Sun-Times
3( )Daily Herald
4( )News-Sun
5( )Other (SPECIFY) _____

(Weekly)
1( )Antioch News Reporter
2( )Buffalo Grove Countryside
3( )Deerfield Review
4( )Fox Lake Press
5( )Grayslake Review
6( )Grayslake Times
7( )Great Lakes bulletin
8( )Gurnee Press
9( )Gurnee Review
10( )Highland Park News
11( )Lake Forest Forester
12( )Lake Villa Record
13( )Lake Villa Review
14( )Lake Zurich Enterprise
15( )Libertyville News
16( )Libertyville Review
17( )Mundelein News
18( )Mundelein Review
19( )North Chicago Tribune
20( )Round Lake News
21( )Vernon Hills News
22( )Vernon Hills Review
23( )Warren-Newport Press
24( )Wauconda Leader
25( )Wheeling Countryside
26( )Other (SPECIFY)_____

3( )Cable television
4( )Television news from one of the Chicago or local stations - SPECIFY

1( )Ch2-WBBM-CBS
2( )Ch5-WMAQ-NBC
3( )Ch7-WLS-ABC
4( )Ch9-WGN
5( )Ch11-PBS
6( )Other (SPECIFY) _____

5( )Radio - SPECIFY _____
6( )Church bulletin
7( )Free advertising newspapers delivered to your home
8( )Brochures, flyers or publications
9( )Other - SPECIFY _____
0( )Don't know

Finally, I'd like to ask you a few questions for statistical purposes only.

34. What is the last grade or class that you completed in school? (DO NOT READ.)

1( )None, or grades 1-4
2( )Grades 5, 6, 7
3( )Grade 8
4( )High School Incomplete (Grades 9-11)
5( )High School Graduate, Grade 12
6( )Technical, Trade, or Business school after High School
7( )College, two year degree
8( )College, University, Incomplete
9( )College, University Graduate or more
0( )Don't know
( )Refused to answer

35. What is your age?

1( ) 18-24 years
2( ) 25-34 years
3( ) 35-44 years
4( ) 45-54 years
5( ) 55-64 years
6( ) 65+ years
( ) Refused to answer

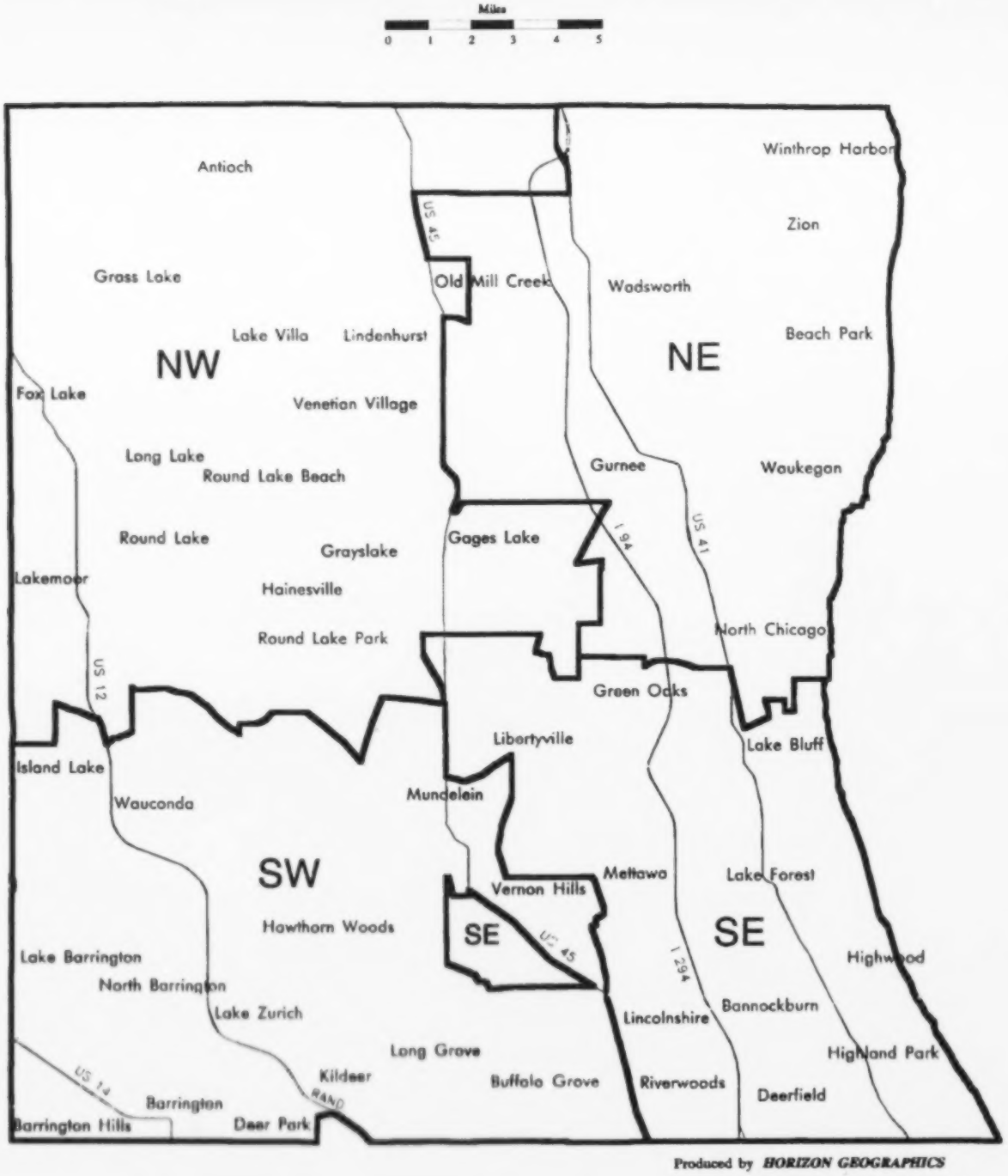
36. (INTERVIEWER: DO NOT READ. RECORD SEX)

1( )Male
2( )Female

Thank you for taking the time to answer these questions. Have a good (day/afternoon/evening). If you would like more information about the College of Lake County, please contact the Office of Admissions at (708) 223-3636.

Appendix B

Lake County Communities by Quadrant



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